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The Social Learning Theory Albert Bandura for Elementary School Students

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Abstrak

Belajar merupakan proses interaksi antara individu dengan lingkungan dan ditampilkan dalam bentuk perubahan perilaku yang diinginkan. Pembelajaran di sekolah haruslah bisa menjembatani antara pengetahuan yang telah dimiliki siswa dengan pengetahuan baru yang akan dibangun. Penelitian ini membahas bagaimana teori belajar sosial Albert Bandura menekankan akan pentingnya siswa sekolah dasar dalam mengolah sendiri pengetahuan yang diperoleh dari pengamatan model di sekitar lingkungan. Teori belajar ini dapat diimplementasikan dalam pembelajaran dengan asumsi bahwa belajar bisa melalui pengamatan, belajar sebagai proses internal yang tercermin dalam perilaku, belajar adalah pengaruh timbal balik antara variabel lingkungan, perilaku dan individu, serta perilaku yang berorientasi pada tujuan dan diatur oleh diri sendiri. Hal ini memberikan pemahaman bahwa belajar adalah hasil dari kemampuan siswa memaknai suatu pengetahuan atau informasi, memaknai suatu model yang ditiru, kemudian mengolah secara kognitif dan menentukan tindakan sesuai tujuan yang dikehendaki. Siswa didorong agar berpikir kritis dan kreatif untuk menganalisis masalah dan menemukan alternatif pemecahan masalah.

Kata Kunci: teori belajar sosial, Albert Bandura, siswa sekolah dasar.

Abstract

Learning is a process of interaction between individuals and the environment and is displayed in the form of desired behavioral changes. Learning in schools must be able to bridge the knowledge that students already have with the new knowledge that will be built. This research discusses how Albert Bandura's social learning theory emphasizes the importance of elementary school students in processing their own knowledge obtained from observing models in their environment. This learning theory can be implemented in learning with the assumption that learning can be through observation, learning is an internal process that is reflected in behavior, learning is a reciprocal influence between environmental variables, behavior and individuals, and behavior is goal-oriented and self-regulated. This provides an understanding that learning is the result of students' ability to interpret knowledge or information, interpret a model that is imitated, then process it cognitively and determine actions according to the desired goals. Students are encouraged to think critically and creatively to analyze problems and find alternative solutions to problems.

Keywords: social learning theory, Albert Bandura, elementary school students.

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INTRODUCTION

Learning is a process or exercise that each individual undertakes to achieve lasting change, whether in the form of knowledge acquisition, skill development, or positive reinforcement as a result of various learning materials (Banihashem & Macfadyen, 2021). Learning can also be defined as any psychological activity that is subsequently carried out by each individual, resulting in a different learning curve between prior and subsequent learning. This type of learning can occur due to new experiences, possess knowledge or insights after learning, and engage in learning activities (Lou et al., 2023; Tenney et al., 2023). The process of learning itself is a person's journey toward self-actualization. This journey takes the form of improving one's own quality of knowledge, understanding, attention, memory, sikap, and several other abilities.

Effective education is that which makes it easier for students to learn useful things such as facts, values, principles, and how to live a harmonious life with others, or any desired learning outcome (Kang & Furtak, 2021; Yáñez-Moreta & Loaiza-Ramírez, 2023). It may be understood that the learning process involves more than just the teacher imparting knowledge to the students; rather, it involves a kind of activity in which students and teachers interact. The teaching approach does not adhere to the paradigm of knowledge transfer, which implies that students are the objects of learning.

According to Piaget (1983), cognitive development is the process by which a child adapts to and interprets their environment, including events that happen around them. Piaget also identified three concepts that characterize an infant's cognitive process: assimilation, accommodation, and equilibration (Babakr et al., 2019; Pakpahan & Saragih, 2022). Individuals can comprehend new information through these four processes, enabling them to assimilate or accommodate information or knowledge. Put another way, the process of information organization is what happens when students connect the information, they have with previously disseminated or existed in an object. Equilibration process, which is a process that contains two activities. First, combining or integrating knowledge received by humans, or called assimilation. Second, changing the structure of knowledge that is already owned with a new knowledge structure, so that there is a balance (Aseeri, 2020; Zhang, 2022). This provides an understanding that learning is a process of integrating new information through the process of assimilation and accommodation obtained by students by imitating and paying attention to objects in their learning environment.

Social learning is the understanding of how humans learn from their environment. This is the type of learning that occurs through conversation and interaction with social environments, such as other people, animals, and media sources. Through this education, individuals learn about the beliefs, values, and customs of other people in their environment. The social learning theory developed by Albert Bandura emphasizes the need of understanding, recognizing, and valuing other people's emotions, sikap, and behaviors. This is affected by various factors, including attention, motivation, willpower, and emotions (N. Abdullah et al., 2020; Ata, 2018).

The social learning theory explains how environmental and cognitive factors interact to influence human learning and behavior. This indicates that learning occurs as a result of people realizing the consequences of other people's actions. According to Bandura, people can learn about their own progress both slowly and quickly through social interactions with other people as well as quickly and easily through media exposure. This is certainly in line with the way elementary school students learn through the process of observing and imitating objects in their learning environment (Labiadh et al., 2013; Zhou & Guo, 2016). Students process information through observation of objects or learning media in their environment. By planning learning through the provision of relevant models or media, it will make it easier for students to process learning material to be constructed in their memories (Lestari et al., 2018; Ritakumari, 2019).

METHOD

The method used is a descriptive method, which describes or explains variables in the field based on literature review. Information is collected by reading literature relevant to the topic being discussed. The source of data, namely literature, can be in the form of books, scientific articles, research journals, research reports, proceedings seminars and so on related to variables that are the object of research. The variables in question are matters related to Albert Bandura's theory and its implementation in learning in elementary schools.

RESULTS AND DISCUSSION

a. Sosial Learnig Theory Albert Bandura

Social learning theory is an extension of the traditional behavioral learning theory (behavioristic). This theory of social learning was developed by Albert Bandura (1986). This theory accepts most of the principles of behavioral learning theories, but places more emphasis on the effects of cues on behavior, and on internal mental processes. One of the earliest assumptions underlying Bandura's theory of social learning is that humans are quite flexible and able to learn how to behave and behave. The learning point of all of this is vicarious experiences. Although humans can and have learned a lot from direct experience, more they have learned from observing the behavior of others (Feist & Feist, 2008; Schultz & Schultz, 2010).

The initial assumptions provide the contents of Bandura's theoretical point of view in social learning theory, namely: (1) Learning essentially takes place through the process of imitation or modeling. (2) In imitation or modeling the individual is understood as the party who plays an active role in determining which behavior he wants to imitate and also the frequency and intensity of imitation he wants to carry out. (3) Imitation or modeling is a specific type of behavioral learning that is done without having to go through direct experience. (4) In Imitation or modeling there is indirect reinforcement of certain behaviors that is as effective as direct reinforcement to facilitate and produce imitation. Individuals in indirect reinforcement need to contribute certain cognitive components (such as the ability to remember and repeat) to the implementation of the imitation process. (5) Internal mediation is very important in learning, because when sensory input is based on learning and behavior is generated, there are internal operations that affect the end result (Kuther, 2022; Salkind, 2004).

One of the learning processes through observation is imitation or modeling. Modeling in this learning process is modeling involves adding and or subtracting observed behavior, generalizing various observations at once, involving cognitive processes. Bandura revealed that the process of observation or attention is very important in learning (modeling) behavior because new behavior (competence) will not be obtained without the process of observation or attention of learners (S. M. Abdullah, 2019; Nabavi & Bijandi, 2012). In other words, learning is the result of imitation of each individual through observation of things in the environment.

Bandura put forward four components in learning observational, namely: (1) Attention. Before imitation, people first pay attention to the model to be imitated. (2) Retention. After observing and observing a model, then at other times the child will pay attention to that behavior the same as that model. (3) Production. In order to produce behavior, a person must can demonstrate motor skills. (4) Motivation. After someone makes observations of a model, he will remember it. Whether or not the results of the observations are shown depends on the will/motivation which exists (Bandura, 1997; Koutroubas & Galanakis, 2022).

Modeling techniques are the process of learning to observe a model that is made as a stimulant to an idea, attitude or behavior, then to be imitated and experience changes in behavior as the model is observed. Modeling techniques are also defined as a learning process through observation in which the behavior of an individual or group, as a model, acts as a stimulus for thoughts, attitudes, or behavior as a part. Modeling techniques utilize the learning process by using someone or even several people who are considered to have

an exemplary attitude and can play a role in stimulating the thoughts, actions, and attitudes of others (Koskela & Paloniemi, 2023; Koutroubas & Galanakis, 2022). Modeling techniques are used to reinforce preconceived behaviors, and can also be used to form new behaviors that do not yet exist in counsellors or individuals. This technique is not just imitating or repeating what a model (someone else) does, but modeling also involves adding and or subtracting observed behavior, genealysing multiple observations at once, and involves cognitive processes.

Thus, the essence of modeling learning is (1) Includes the addition and search for observed behavior, to then generalize from one observation to another. (2) Modeling involves cognitive processes, so it's not just imitation. But conform to the actions of others with a symbolic representation of information and save it for future use. (3) Very modeling characteristics important. Human beings prefer models of higher status than vice versa, competent individuals over incompetent ones and strong individuals over weak ones. This means that the consequences of the modeled behavior can have an effect on the observer. (4) Man acts on a certain awareness of what can be imitated and what cannot be. Surely humans anticipate certain outcomes of modeling that are potentially beneficial (Koskela & Paloniemi, 2023; Salkind, 2004).

To apply the modeling process most observations are motivated by the expectation that proper modeling of the person being imitated will result in reinforcement, it is also important to note that people also learn by seeing others strengthened or punished for engaging in certain behaviors (Bandura, 1997; Nabavi & Bijandi, 2012). There are five possible outcomes of modeling, namely: (1) Direct attention. By modeling others, we not only learn about various actions, but also see various objects involved in those actions. (2) Refine learned behaviors. Modeling shows which behaviors we've learned are used. (3) Strengthen or weaken barriers. Behavioral modeling can be strengthened or weakened depending on the consequences experienced. (4) Teach new behaviors. If in modeling behaves in a new way (doing new things), then the modeling effect occurs. (5) Evoke emotions. Through modeling, people can develop emotional reactions to situations they have experienced personally (Kuther, 2022; Salkind, 2004).

According to Bandura (1985), when students learn they can represent or transform their experiences cognitively. Bandura developed a deterministic response model which consists of three main factors, namely behavior, person/cognitive and environment. These factors can interact with each other in the learning process. Environmental factors influence behavior, behavior influences the environment, personal/cognitive factors influence behavior. Bandura's personal factors do not have cognitive tendencies, especially personality and temperament. Cognitive factors include expectations, beliefs, thinking strategies and intelligence. The relationship between these three factors can be seen in Figure 1.

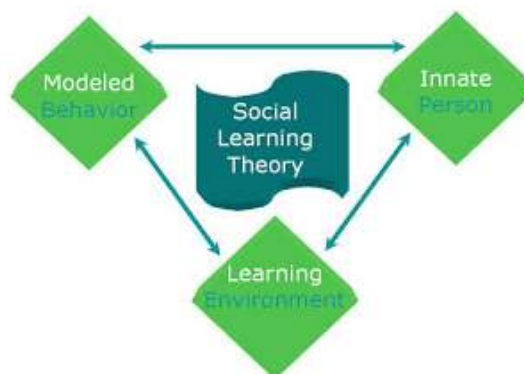


Figure 1. The relationship between behavior, person/cognitive, and learning environment (Bandura, 1985)

Bandura's Social Learning Theory emphasizes that environmental conditions can provide and maintain certain responses in a person. The basic assumption of this theory is that most individual behavior is obtained from learning results through observing the behavior displayed by other individuals who are models.

b. Characteristics of Elementary School Students

Student characteristics are aspects or individual qualities of students consisting of interests, attitudes, learning motivation, learning styles, thinking abilities, and initial abilities possessed. It is very important for teachers to understand student characteristics as a reference in formulating strategies or methods so that learning objectives can be achieved well (Ermawati et al., 2020; Ramlan et al., 2023). Elementary school students are those aged between 6 – 12 years or what is usually called the intellectual period. Students' knowledge increases rapidly with age. Students' interest in this period is focused on everything that is dynamic and moving. The implication is that students tend to carry out various activities that will be useful in their future development process (Elisah et al., 2018; Susiani et al., 2022).

Starting from the intellectual development of children, Piaget (1983) said that the intellectual development of children aged 7 - 12 years is at the concrete operational stage. At this stage, children develop logical thinking, are still very attached to perceptual facts, meaning that children are able to think logically, but are still limited to concrete objects, and are able to carry out conservation (Pakpahan & Saragih, 2022; Zhang, 2022). This shows that elementary school students have their own characteristics, where in their thinking process, they cannot be separated from the concrete world or factual things, while the psychosocial development of elementary school age children is still based on the same principles where they cannot be separated. of things that can be observed, because they are expected in the world of knowledge.

At elementary school age, students' learning processes do not only occur in the school environment, but also real-life experiences in the community. Elementary school students have several distinctive characteristics as follows: (1) There is an interest in concrete, practical daily life. (2) Very realistic, curious and willing to learn. (3) Towards the end of this period there was an interest in special things and subjects, which experts who follow factor theory estimated as starting to become prominent factors. (4) In general, children approach their tasks freely and try to complete them themselves. (5) at this time children view grades (report cards) as an appropriate measure of school achievement. (6) Children at this time like to form peer groups, usually to play together (Hariati et al., 2022; Indriani & Asfia, 2023; Taie & Goldring, 2017). With these student characteristics, teachers are expected to be able to package students' planning and learning experiences well, convey things that exist in the environment around students' lives through the use of learning media (models), so that the lesson material is not abstract and is more meaningful for students. Apart from that, students are also given the opportunity to be proactive and gain direct experience both individually and in groups. This means that the teacher has made student character the basis for determining learning strategies or methods.

c. Implementation Theory Albert Bandura in Elementary School Learning

When applying cognitive learning theory, a teacher needs to focus on students' thinking processes and provide appropriate strategies based on their cognitive functions. Involve students in various activities, such as giving them time to ask questions, opportunities to make mistakes and correct them based on observations, and self-reflection to help them understand mental processes. The following are several examples of activities that a teacher can carry out in learning in accordance with Albert Bandura's social learning theory, among others: **First, learn by observing.** Design learning through observational activities by modeling (exemplifying) this behavior. In this case, the teacher can present learning models or media that students can observe. Thus, students' attention in observing the use of models is the key for them to understand the lesson material provided.

The Attentional stage greatly influences students' learning because before they can imitate the model, they have to pay attention to what the model does or says (Bandura, 1997; Suralaga, 2021). The model in

question is not only an inanimate object, but the teacher can also be a model for students by designing learning activities which can be used as a guide for students in learning. For example, demonstrate appropriate ways to address and resolve problems. In addition, ask students to role play in groups on problem solving and give praise for their work. Providing rewards or positive reinforcement can change student behavior and give them the opportunity to repeat that behavior (Amsari, 2018; Santrock, 2011).

Second, learning as an internal process is reflected in behavior. Remember that new learning outcomes are not always visible immediately, but can be reflected in student behavior in the future. In other words, teachers should design learning activities by presenting students' positive activities or behavior and trying to eliminate negative behavior that appears in learning. This indicates the importance of reinforcement in determining whether a behavior will continue to occur or not (Amsari, 2018; Bandura, 1997). For example, when a student behaves negatively in class, the teacher takes action to prevent and reduce this behavior. Otherwise, other students will imitate the same behavior on other occasions.

Third, the reciprocal influence between environmental, behavioral and individual variables. Encourage students to make choices that will lead to beneficial learning experiences. In this case, teachers should relate learning material to students' real lives. Using relevant project assignments or contextual problem-based learning can certainly lead to positive student behavior so that it will have an impact on improving their learning outcomes (Amsari et al., 2022; Ernawati et al., 2023; Sulong et al., 2023). For example, teachers can inform students about the usefulness of the material studied and provide examples that are relevant in life.

Fourth, goal-oriented behavior. Encourage students to set productive goals for themselves, especially ones that are challenging but achievable. This is in line with students' independence in learning, how they are given the freedom to develop creativity and be critical in solving problems. Teachers should use learning models that can facilitate students in constructing ideas and finding appropriate solutions to given problems and foster students' self-confidence in learning (Cosgun & Atay, 2021; Döş, 2023; Vachova et al., 2023). Do this activity collaboratively so that each student is responsible for their own learning outcomes and can achieve goals according to their respective abilities.

Fifth, self-regulation of behavior. Teach students strategies to help themselves behave appropriately and learn effectively. Teachers should be able to guide students when they encounter difficulties in learning. In other words, teachers can use the scaffolding method in the form of providing a certain amount of assistance to students during the early stages of learning, then reducing this assistance and providing opportunities to take over responsibility after they are able to do it themselves (Nguyen, 2022; Segal & Stupel, 2023). The assistance provided by teachers can be in the form of instructions, warnings, encouragement, breaking down problems into other forms that enable students to be independent. This method is very beneficial for students because it can provide space to play an active role in learning and motivate them in dynamic and meaningful discussions. In addition, students feel comfortable and free to ask questions and support their classmates in learning (Boonmoh & Jumpakate, 2019; Spadafora & Downes, 2020).

CONCLUSION

The social learning theory put forward by Albert Bandura states that social and cognitive factors as well as actor factors play an important role in learning. Bandura developed a deterministic response model which consists of three main factors, namely behavior, person/cognitive and environment. The implementation of this learning theory means that teachers should ensure and try to provide a conducive learning environment so that students can learn well through the use of models. In addition, teachers can prepare learning plans that can attract students' interest and attention so that they can develop positive behavior as a result of their learning.

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